

SAMPLE ASSESSMENT MATERIAL

UNIT 8 - VISUAL MERCHANDISING FOR RETAIL



Sample assessment material - information for teachers

This assignment is provided as an example only. Consortia should produce their own assessments in line with the assessment section of the unit, based on their local delivery circumstances. This assessment has been written as if it has been prepared by the Lead Assessor at the Consortia who has given it to the Teacher to deliver.

Overview

This assignment brief has been set by a local employer, **get a grip** shoes in Bristol. The brief will require learners to work in teams to develop visual merchandising installations to display a new range of trainers.

This assignment will require learners to demonstrate their knowledge and understanding of, and skills in, visual merchandising for retail through applying the principles and processes of visual merchandising to create a 3-dimensional prototype window installation. Learners will be expected to agree team and individual goals; plan their work; adapt their designs to meet changing requirements; create and set up their installations; and evaluate their own and their team's performance in terms of how well they collaborated and their success at the visual merchandising activity.

Time

The assignment will take approximately 15 of the 60 guided learning hours available for this unit.

A large proportion of the time allocated for this assessment will need to be spent on planning and designing. Learners should be allowed approximately 7 hours for this, to include a store visit to **get a grip**.

Creating and setting up visual merchandising installations should take a maximum of 4 hours. This will include setting up the installation inside a mock shop.

Resources

Learners will need to visit **get a grip** in the planning stage of the assignment. They must have access to a mock shop in which to install their finished product. They will also need access to art and craft tools and an appropriate area in which to put together their installations.

Learners must be provided with materials from which to create their installations, to include:

- corrugated cardboard
- blocks
- slats
- pens and paints
- tissue paper
- light fixtures
- string
- sticky tape and glue.

Learners may request other materials that are available within the centre, or that the manager of **get a grip** is willing to provide. These must be given a notional price before learners are allowed to use them.

Supervision

Learners must be supervised throughout this assessment. They must be asked to define their individual roles and goals within the team in the presence of a teacher.

Witness statements evidencing team work must be completed by a teacher. The final installation must be photographed by a teacher in the mock shop.

Teachers should make learners aware of how much time they have at each stage.

Collaboration

Teachers should place learners in teams of three or four individuals with diverse skill sets. Each learner should be encouraged to take a role that links to his or her strengths.

The teacher should check the role of each learner during the early stages of the project to ensure that every member of the team will have the opportunity to contribute appropriately.

Individual learners must produce their own evidence for submission, except for the prototype installation which will be produced as a team.

Roles and feedback

Priya, the Visual Merchandising Manager from **get a grip** has set the brief. She will provide each team with feedback after the production of initial plans and designs, and will introduce a change in requirements. Teachers must discuss feedback with Priya prior to it being delivered, and teachers should act in the role of chairperson.

Priya will provide a change for each team that requires them to rethink their approach, bearing in mind the work they have already done.

Priya will be present in the mock shop when learners install their work, but will not have any further input.

Sample assessment material – information for learners

Time

You will have 15 hours to complete this assessment.

Roles

The Visual Merchandising Manager from a local shop has set the brief for the assignment in this unit. She will be present when you install your work, but will not help you.

Your teacher will supervise and mark your work.

The Visual Merchandising Manager will be coming in in six weeks to tell you what you need to do.

Be ready!

Sample assessment material – Assignment

Assignment Brief

My name is Priya and I am the Visual Merchandising Manager for **get a grip**, a small chain of shoe stores with eight branches in town centres across western England. We mainly sell trainers, and our target customer is young, image-conscious, active and streetwise.

get a grip will be stocking a new range of unisex RockKit trainers from the USA called Zoom 541. The features of the trainers are the same but they come in four different colourways. RockKit trainers have an urban, rebellious image and often depict models engaging in 'street sports' such as freerunning in their advertising. Their brand is bold and makes use of bright colours – primarily blue and red – and stencilled imagery.

We need to create window displays to promote the trainers. We want you and your team to create a 3-dimensional prototype installation for the window of the Bristol branch showing all four colourways. One finished installation will then be produced for each branch of **get a grip**. You have been allocated a budget of £300 per finished installation. When you have created your 3D prototype, you will be expected to review your work. Everything must be finished by 20 February in order to allow time for the finished products to be manufactured and installed in time for the release of the trainers, but be aware that requirements might change unexpectedly.

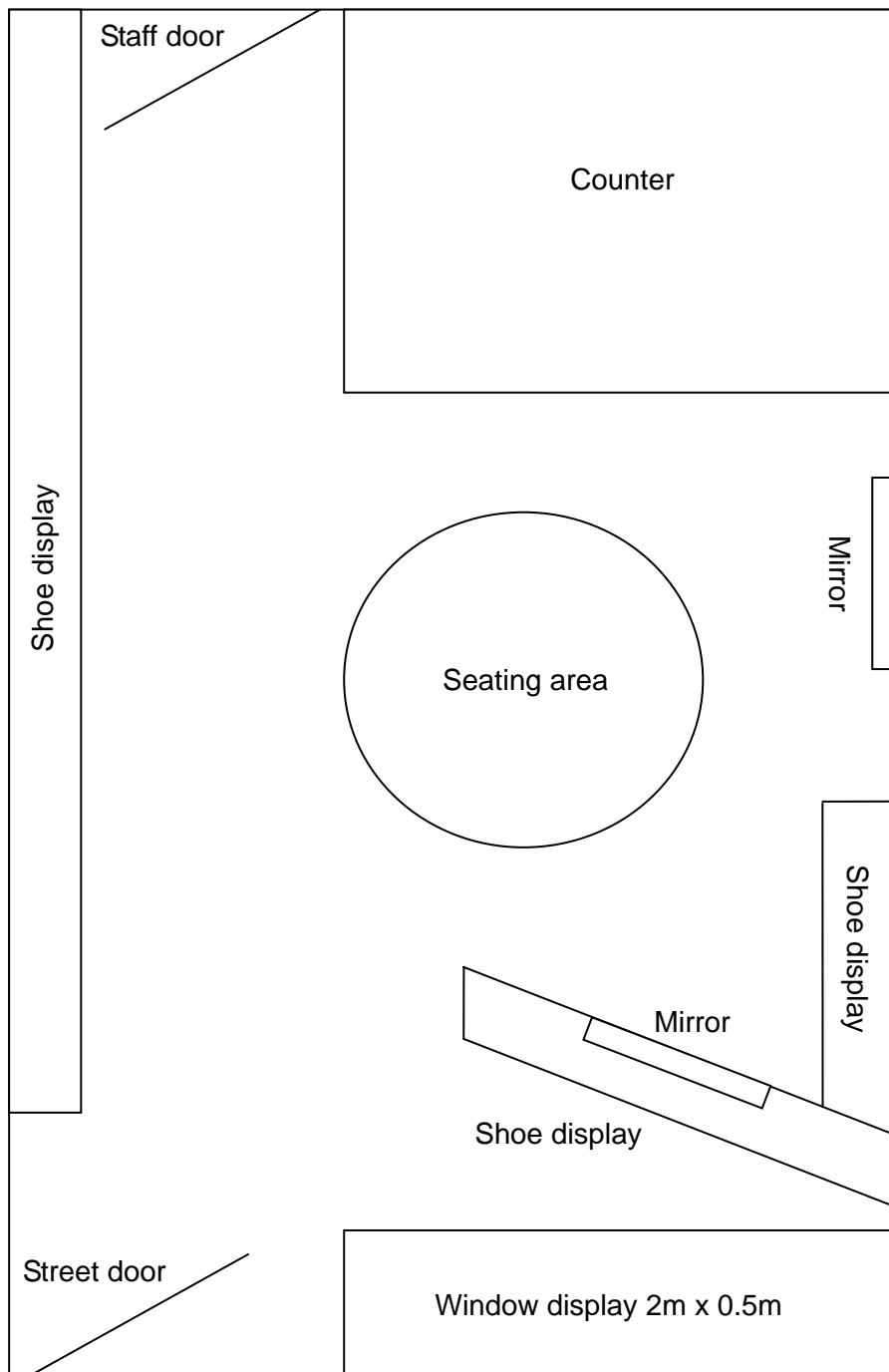
The forecasted sales of RockKit trainers are 2,000. It is expected that your window display will help us shops to achieve this target. It should be as colourful as possible, whilst reflecting the RockKit brand and fitting in with the overall image of **get a grip** branches.

I have provided some information to help you in your planning...

This is our shop, the Bristol branch of **get a grip**.



This is a floor plan of the Bristol branch of **get a grip**.



Here are the four colourways of the RockIt Zoom 541 trainers.



Materials

A1 cardboard (white or black)	£3.00 per sheet
A1 cardboard (coloured)	£3.75 per sheet
A2 cardboard (white or black)	£2.00 per sheet
A1 cardboard (coloured)	£2.75 per sheet
A1 foamboard	£4.00 per sheet
A2 foamboard	£3.00 per sheet
A1 paper (white or black)	£0.07 per sheet
A1 paper (coloured)	£0.15 per sheet
A2 paper (white or black)	£0.05 per sheet
A2 paper (coloured)	£0.10 per sheet
Tissue paper	£0.25 per sheet, assorted colours

Plastic shelving (60cm x 30cm)	£5.50 per shelf
Plastic shelving (120cm x 40cm)	£8.50 per shelf
Wood panels (150cm x 100cm)	£15.00
Wood block (30cm x 30cm)	£9.00
Wood block (60cm x 60cm)	£16.00
Perspex cube (30cm x 30cm)	£10.00
Perspex cube (60cm x 60cm)	£18.00
Light fixture	£25.00

Shoe display	£4.00
Slat (8cm x 20cm)	£2.70
Slat (10cm x 30cm)	£3.00

Glue	£4.00 per 250ml
Staple gun	£22.00
Staples	£2.75 per pack of 100
Sticky tape	£2.50 per 30m
String	£1.00 per 30m
Plastic cable	£3.00 per 25m
Marker pens	£1.00 each
	£4.00 pack of 5, assorted colours
Paint	£3.00 100ml, assorted colours
	£9.75 450ml, assorted colours
Paint brushes	£6.00 10cm wide
	£1.50 1cm wide
	£20.00 pack five, assorted widths
Scissors	£2.75
Craft knife	£5.80
Cutting board	£7.40

Any questions?

I'll check in with you in two weeks to see how you're getting on. Good luck!

Tasks

1. Planning

You have **7 hours** to complete this part of the assessment. Your teacher will put you in a team with two or three other people.

Read the design brief.

On your own, prepare some initial ideas to bring to the team, taking into account the time and resources available. These may be electronic or hand-drawn designs, sketches or a mood board.

Visit **get a grip**'s Bristol branch with your team. You will need to make notes on the existing use of visual merchandising throughout the store.

Meet with your team members and agree:

- the allocation of roles
- a concept to work on
- goals for your work
- how you will develop your visual merchandising installation
- how you think **get a grip** could best monitor the effectiveness of the installation.

As a team, develop your initial concept into a design that you can build your prototype from.

You will need to make a team plan and create your own copy. This should cover everything you have agreed in your meeting, as well as analysing the existing use of visual merchandising throughout the store and how this has informed your design. Your plan will also need to describe the contribution that your work will make to **get a grip** as a business.

Your plan can be written or electronic and should be no more than five sides of A4, including any diagrams and/or images. You should submit any notes you have made along with your plan.

You also need to make your own copy of your team's design. This can be in the form of electronic or hand-drawn sketches or a mood board. You should show how your design will look once installed in the window of **get a grip**.

Priya, the Visual Merchandising Manager of get a grip gives you some feedback on your plan and design.

If you need to change your plan and/or your design after getting feedback, you should do this in your team and show any amendments made.

2. Creating and setting up your installation

You have **4 hours** to complete this part of the assessment. You will work in your team.

Using your final design and the materials you have selected, build a 3D prototype of the installation. This does not need to look like a finished installation, but should provide a model for a finished installation to be based on.

You may make **minor** changes to the design as you create the installation.

Set up your installation in the mock shop.

Your teacher will take a photograph of your installation.

3. Reviewing your work

You have **4 hours** to complete this part of the assessment.

Produce an individual review of how you and your team completed Tasks 1 and 2. Your review may be written (2-4 sides of A4), oral (no longer than 15 minutes) or audiovisual (no longer than 15 minutes).

In your review, you will need to cover your individual performance as well as that of the whole team. You should:

- evaluate how you and your team worked together and stayed motivated throughout the task
- outline the theories and models that could apply to the team dynamic you experienced
- mention whether you or another member of your team acted in the role of leader – if so, describe how the style of leadership affected other team members; if not, describe how a particular leadership style might have benefited or hindered your team performance
- evaluate how well you achieved the goals you set in your initial meeting
- assess how well your prototype installation met the design brief and fitted into the store
- identify what your achievements were, and any ways in which you could improve your future performance in similar tasks.